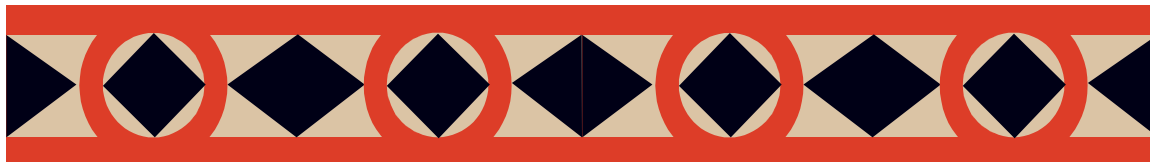


FIFTH GRADE PATHWAYS CONTENT STANDARDS FOR SOUTH DAKOTA

Pathways curriculum includes health-based lessons that also address core curricular concepts for third, fourth, and fifth grades. Those concepts have been matched to South Dakota content standards for science, math, social studies, communication arts, health, and physical education. The *Content Standards* files include these academic content standards identified as *Lesson Objective*, then *Content Area, Indicator*, and *Bloom's Taxonomy Level*.

Other objectives labeled as *Extending the Lesson* can be found at the end of many units. These additional objectives address academic content which is legitimately a part of the curriculum but were not originally identified by objectives. This was done to strengthen the academic connections in the curriculum.



Fifth Grade—Week 1—Part A
Content Standards for fvgrwk1A.pdf

| Content Area/Goal | Indicator | Standard/Bloom's Taxonomy Level |
|--|---|---|
| <i>LESSON OBJECTIVE: Recall key Pathways concepts from lessons taught in the third and fourth grades.</i> | | |
| Reading 1. Students are able to read at increasing levels of complexity for a variety of reasons. | 1. Students are able to apply various reading strategies to comprehend and interpret text. | 5.R.1.2 Application Apply comprehension strategies to construct meaning from literary and content area text. |
| <i>LESSON OBJECTIVE: Identify the Pathways Nations and some of their foods on the Everyday Foods poster.</i> | | |
| History 1. Students will understand the emergence and development of civilizations and cultures over time and place. | 1. Analyze the chronology of various historical eras to determine connections and cause/effect relationships. | 5.H.1.1 Comprehension Compare and contrast various characteristics, which distinguish specific time periods in history. |
| Health 3. Students will understand the benefits of practicing health-enhancing behaviors that reduce health risks. | 2. Students will evaluate strategies for achieving and maintaining personal health goals. | 5.3.2 Comprehension Explain ways to achieve and maintain good health. |

| Fifth Grade—Week 1—Part B Content Standards for fvgrwk1B.pdf | | |
|---|---|---|
| Content Area/Goal | Indicator | Standard/Bloom's Taxonomy Level |
| <p>LESSON OBJECTIVE: Name and discuss three important facts about Everyday Foods.</p> <p><i>Name and discuss at least three Pathways Nations Foods that are also Everyday Foods.</i></p> <p><i>Name and discuss three ways they can keep their family exercising everyday.</i></p> | | |
| Health 3. Students will understand the benefits of practicing health-enhancing behaviors that reduce health risks. | 2. Students will evaluate strategies for achieving and maintaining personal health goals. | 5.3.2 Comprehension Explain ways to achieve and maintain good health. |
| Health 5. Students will contribute to the health of their families, peers, schools, communities, and environments. | 3. Students will advocate and support practices which promote a healthy community and environment. | 5.5.3 Application Describe behaviors which support others in making healthy choices. Explore ways to advocate good health in families, schools, and communities. |
| Physical Education 3. Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness. | 3. Students will participate regularly in physical activities that contribute to attainment of personal health-related fitness. | 5.3.3 Comprehension Engage in on-going physical activity and encourage the participation of others. |
| <p align="center">Extending the Lesson</p> <p>LESSON OBJECTIVE: Interview an elder on his or her teachings in the culture about how to live a healthy life.</p> | | |
| Listening and Viewing 2. Students are able to use critical listening and viewing skills in various situations and for a variety of purposes. | 1. Students are able to use various listening and viewing strategies in social, academic, and occupational situations. 2. Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources. | 5.L.2.1 Analysis Apply and evaluate the appropriate listening behaviors in individual and group settings. 5.L.2.2 Evaluation Determine the importance of information that is seen and heard. |

Fifth Grade—Week 2—Part A

| Content Standards for fvgrwk2A.pdf | | |
|--|--|---|
| Content Area/Goal | Indicator | Standard/Bloom's Taxonomy Level |
| <p>LESSON OBJECTIVE: Describe how to follow a Trail Course.</p> <p><i>Use the Mt. Pathways Challenge Kit.</i></p> <p><i>Practice the Action Movements on a Mt. Pathways Challenge Course.</i></p> | | |
| Physical Education 3. Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness. | 2. Students will evaluate the health-related/fitness benefits resulting from participation in different forms of physical activity. 3. Students will participate regularly in physical activities that contribute to attainment of personal health-related fitness. | 5.3.2 Comprehension Explore and share the results of on-going physical activity. 5.3.3 Comprehension Engage in on-going physical activity and encourage the participation of others. |
| Physical Education 5. Students will understand that physical activity provides opportunity for enjoyment, challenge, self-expression, social interaction, and employment. | 1. Students will evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth. | 5.5.1 Application Participate in physical activity to experience enjoyment. |
| Health 5. Students will contribute to the health of their families, peers, schools, communities, and environments. | 3. Students will advocate and support practices which promote a healthy community and environment. | 5.5.3 Application Describe behaviors which support others in making healthy choices. |

Fifth Grade—Week 2—Part B
Content Standards for fvgrwk2B.pdf

| Content Area/Goal | Indicator | Standard/Bloom's Taxonomy Level |
|---|---|--|
| <p>LESSON OBJECTIVE: <i>Review and set a goal to do a physical activity at least 30 minutes per day for four days.</i></p> <p><i>Name three potential barriers to achieving a physical activity goal.</i></p> <p><i>Demonstrate how to use the Mt. Pathways Challenge Kit to set up and complete a Trail Course.</i></p> | | |
| <p>Physical Education 3. Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.</p> | <p>2. Students will evaluate the health-related/fitness benefits resulting from participation in different forms of physical activity.</p> <p>3. Students will participate regularly in physical activities that contribute to attainment of personal health-related fitness.</p> | <p>5.3.2 Comprehension Explore and share the results of on-going physical activity.</p> <p>5.3.3 Comprehension Engage in on-going physical activity and encourage the participation of others.</p> |
| <p>Physical Education 5. Students will understand that physical activity provides opportunity for enjoyment, challenge, self-expression, social interaction, and employment.</p> | <p>1. Students will evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth.</p> | <p>5.5.1 Application Participate in physical activity to experience enjoyment.</p> |
| <p>Health 5. Students will contribute to the health of their families, peers, schools, communities, and environments.</p> | <p>3. Students will advocate and support practices which promote a healthy community and environment.</p> | <p>5.5.3 Application Describe behaviors which support others in making healthy choices.</p> |

Fifth Grade—Week 3—Part A
Content Standards for fvgrwk3A.pdf

| Content Area/Goal | Indicator | Standard/Bloom's Taxonomy Level |
|--|--|--|
| <p><i>LESSON OBJECTIVE: Describe what is on a nutrition label.</i></p> <p style="text-align: center;"><i>Identify recommended ways to know they are eating the right serving size of food.</i></p> | | |
| <p>Health</p> <p>3. Students will understand the benefits of practicing health-enhancing behaviors that reduce health risks.</p> | <p>2. Students will evaluate strategies for achieving and maintaining personal health goals.</p> | <p>5.3.2 Comprehension</p> <p>Explain ways to achieve and maintain good health.</p> |
| <p>Health</p> <p>2. Students will access and evaluate health information, products, and services.</p> | <p>2. Students will evaluate community, state, regional, and global resources that provide health services, products, and information.</p> | <p>5.2.2 Analysis</p> <p>Compare the benefits of various types of health resources.</p> |

Fifth Grade—Week 3—Part B
Content Standards for fvgrwk3B.

| Content Area/Goal | Indicator | Standard/Bloom's Taxonomy Level |
|--|--|---|
| <p>LESSON OBJECTIVE: <i>Practice choosing a variety of foods from Everyday Foods in planning balanced meals and snacks.</i></p> <p><i>Choose a variety of foods that provide no more than the recommended grams of fat per day.</i></p> <p><i>Identify the number of servings a day recommended from each food group on the Everyday Foods.</i></p> | | |
| <p>Health 3. Students will understand the benefits of practicing health-enhancing behaviors that reduce health risks.</p> | <p>1. Students will evaluate health-enhancing behaviors which promote wellness.</p> <p>2. Students will evaluate strategies for achieving and maintaining personal health goals.</p> | <p>5.3.1 Comprehension Describe practices which promote life-long health and well being.</p> <p>5.3.2 Comprehension Explain ways to achieve and maintain good health.</p> |
| <p style="text-align: center;">Extending the Lesson</p> <p>LESSON OBJECTIVE: <i>Estimate the amounts in a serving size and then verify by measurement.</i></p> | | |
| <p>Number Sense 4. Students will develop and use number sense to investigate the characteristics of numbers in a variety of forms and modes of operation.</p> | <p>3. Develop conjectures, predictions, or estimates to solve problems and verify or justify the results.</p> | <p>5.N.3.1 Application Use different estimation strategies to solve problems involving whole numbers, decimals, and fractions to the nearest whole number.</p> |

Fifth Grade—Week 4—Part A
Content Standards for fygrwk4A.

| Content Area/Goal | Indicator | Standard/Bloom's Taxonomy Level |
|---|---|---|
| <p>LESSON OBJECTIVE: <i>Review and identify barriers to goal setting and doing physical activities everyday.</i></p> <p style="text-align: center;"><i>Give support to peers in overcoming barriers.</i></p> | | |
| <p>Health 3. Students will understand the benefits of practicing health-enhancing behaviors that reduce health risks.</p> | 1. Students will evaluate health-enhancing behaviors which promote wellness. 2. Students will evaluate strategies for achieving and maintaining personal health goals. | <p>5.3.1 Comprehension Describe practices which promote life-long health and well being.</p> <p>5.3.2 Comprehension Explain ways to achieve and maintain good health.</p> |
| <p>Health 5. Students will contribute to the health of their families, peers, schools, communities, and environments.</p> | 3. Students will advocate and support practices which promote a healthy community and environment. | <p>5.5.3 Application Describe behaviors which support others in making healthy choices.</p> <p>Explore ways to advocate good health in families, schools, and communities.</p> |
| <p>LESSON OBJECTIVE: <i>Use letter writing to practice identifying and resolving barriers to being physically active.</i></p> | | |
| <p>Health 5. Students will contribute to the health of their families, peers, schools, communities, and environments.</p> | 3. Students will advocate and support practices which promote a healthy community and environment. | <p>5.5.3 Application Describe behaviors which support others in making healthy choices.</p> |

| | | |
|--|--|--|
| Writing 1. Students will write effectively for different audiences and specific purposes. | 4. Students are able to write across content areas to clarify and enhance understanding of information. | 5.W.4.1 Application Use different sources, gather and organize information, and summarize in writing what is known about selected content area topics. |
| Writing 1. Students will write effectively for different audiences and specific purposes. | 1. Students are able to use appropriate content, organization, form , and style in technical business, creative, and personal writing. | 5.W.1.1 Application Use the writing process to produce narrative and descriptive pieces with clear organization focused topic and supporting detail. |
| Listening and Viewing 2. Students are able to use critical listening and viewing skills in various situations and for a variety of purposes. | 1. Students are able to use various listening and viewing strategies in social, academic, and occupational situations. | 5.L.1.1 Analysis Apply and evaluate the appropriate listening behaviors in individual and group settings. |

| Fifth Grade—Week 4—Part B Content Standards for fvgrwk4B. | | |
|--|---|--|
| Content Area/Goal | Indicator | Standard/Bloom's Taxonomy Level |
| <p>LESSON OBJECTIVE: <i>Discuss common barriers that students their age have in trying to do active things everyday.</i></p> <p><i>Identify realistic approaches to overcoming barriers through practice.</i></p> | | |
| <p>Health 3. Students will understand the benefits of practicing health-enhancing behaviors that reduce health risks.</p> | <p>1. Students will evaluate health-enhancing behaviors which promote wellness.</p> <p>2. Students will evaluate strategies for achieving and maintaining personal health goals.</p> | <p>5.3.1 Comprehension Describe practices which promote life-long health and well being.</p> <p>5.3.2 Comprehension Explain ways to achieve and maintain good health.</p> |
| <p>Health 5. Students will contribute to the health of their families, peers, schools, communities, and environments.</p> | <p>3. Students will advocate and support practices which promote a healthy community and environment.</p> | <p>5.5.3 Application Describe behaviors which support others in making healthy choices.</p> <p>Explore ways to advocate good health in families, schools, and communities.</p> |
| <p style="text-align: center;">Extending the Lesson</p> <p>LESSON OBJECTIVE: Complete a Mt. Pathways Trail Challenge activity.</p> | | |
| <p>Physical Education 3. Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.</p> | <p>2. Students will evaluate the health-related/fitness benefits resulting from participation in different forms of physical activity.</p> <p>3. Students will participate regularly in physical activities that contribute to attainment of personal health-related fitness.</p> | <p>5.3.2 Comprehension Explore and share the results of on-going physical activity.</p> <p>5.3.3 Comprehension Engage in on-going physical activity and encourage the participation of others.</p> |

Extending the Lesson

LESSON OBJECTIVE: *Create a motivational poster using information from the student letters.*

| | | |
|---|---|--|
| Reading 1. Students are able to read at increasing levels of complexity for a variety of reasons. | 4. Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts. | 5.R.4.2 Application Use information from a variety of formats to make inferences and report conclusions. |
| Visual Art 1. Students will understand and use visual arts as means for creative self-expression and interpersonal communication. | | 5.1.3 Application Use visual arts to communicate themes and concepts from other disciplines. |

Fifth Grade—Week 5—Part A
Content Standards for fygrwk5A.

| Content Area/Goal | Indicator | Standard/Bloom's Taxonomy Level |
|--|--|---|
| <p>LESSON OBJECTIVE: <i>Name at least three healthy ways of cooking Pathways Nations Foods.</i></p> <p style="text-align: center;"><i>Name and taste at least one Pathways Nation Food.</i></p> | | |
| <p>Health 3. Students will understand the benefits of practicing health-enhancing behaviors that reduce health risks.</p> | <p>1. Students will evaluate health-enhancing behaviors which promote wellness.</p> <p>2. Students will evaluate strategies for achieving and maintaining personal health goals.</p> | <p>5.3.1 Comprehension Describe practices which promote life-long health and well being.</p> <p>5.3.2 Comprehension Explain ways to achieve and maintain good health.</p> |
| <p style="text-align: center;">Extending the Lesson</p> <p>LESSON OBJECTIVE: <i>Name some of the traditional foods, games, and health practices of their Great-Great-Grandparents.</i></p> | | |
| <p>History 1. Students will understand the emergence and development of civilizations and cultures over time and place.</p> | <p>2. Evaluate the influence of varying values and philosophies on the development of civilizations and cultures.</p> | <p>5.1.2 Comprehension Explore the beliefs, values, and customs of various societies.</p> |

Fifth Grade—Week 5—Part B
Content Standards for fygrwk5B.

| Content Area/Goal | Indicator | Standard/Bloom's Taxonomy Level |
|--|---|--|
| LESSON OBJECTIVE: <i>Set a goal to choose lower fat foods and no sugar-added beverages.</i> | | |
| Health 3. Students will understand the benefits of practicing health-enhancing behaviors that reduce health risks. | 1. Students will evaluate health-enhancing behaviors which promote wellness. 2. Students will evaluate strategies for achieving and maintaining personal health goals. | 5.3.1 Comprehension Describe practices which promote life-long health and well being. 5.3.2 Comprehension Explain ways to achieve and maintain good health. |
| LESSON OBJECTIVE: <i>Identify the amount of fat using a Nutrition Facts label on a food package.</i> | | |
| Health 2. Students will access and evaluate health information, products, and services. | 1. Students will evaluate community, state, and regional health agencies/services. | 5.2.1 Application Compare the benefits of various types of health resources. |
| Reading 1. Students are able to read at increasing levels of complexity for a variety of reasons. | 4. Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts. | 5.R.4.2 Application Use information from a variety of formats to make inferences and report conclusions. |

Extending the Lesson

LESSON OBJECTIVE: *Create an algebraic expression for totaling and comparing amount of fat consumed with recommendation for fat intake.*

Algebra

1. Students will use the language of algebra to explore, describe, represent, and analyze number expressions and relations that represent variable quantities.

Algebra

1. Students will use the language of algebra to explore, describe, represent, and analyze number expressions and relations that represent variable quantities.

2. Use a variety of algebraic concepts and methods to solve equations and inequalities.

3. Interpret and develop mathematical models.

3. Interpret and develop mathematical models.

5.A.2.1 Application

Write one-step first degree equations using the set of whole numbers and find a solution.

5.A.3.1 Application

Write and solve number sentences that represent two-step word problems using whole numbers.

5.A.3.2. Application

Identify information and apply it to a given formula.

| Fifth Grade—Week6—PartA Content Standards for fvgrwk6A. | | |
|--|---|--|
| Content Area/Goal | Indicator | Standard/Bloom's Taxonomy Level |
| <p>LESSON OBJECTIVE: Independently choose an exercise for another class.</p> <p><i>Work with a team to lead younger students in exercise breaks of American Indian games.</i></p> <p><i>Independently choose an activity to do with family members.</i></p> | | |
| Health 2. Students will access and evaluate health information, products, and services. | 1. Students will evaluate community, state, and regional health agencies/services. | 5.2.1 Application Compare the benefits of various types of health resources. |
| Physical Education 3. Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness. | 2. Students will evaluate the health-related/fitness benefits resulting from participation in different forms of physical activity. | 5.3.2 Comprehension Explore and share the results of on-going physical activity. |
| Physical Education 5. Students will understand that physical activity provides opportunity for enjoyment, challenge, self-expression, social interaction, and employment. | 1. Students will evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth. | 5.5.1 Application Interact positively with peers while participating in physical activities. |
| <p style="text-align: center;">Extending the Lesson</p> <p>LESSON OBJECTIVE: Compare changing beliefs about leadership, family, and friends from the time of your great-great-grandparents to now.</p> <p><i>Describe how to play traditional American Indian games.</i></p> | | |
| History 1. Students will understand the emergence and development of civilizations and cultures over time and place. | 2. Evaluate the influence of varying values and philosophies on the development of civilizations and cultures. | 5.H.1.2 Evaluation Explore the beliefs, values, and customs of various societies. |

| Fifth Grade—Week 6—Part B Content Standards for fvgrwk6B. | | |
|---|--|---|
| Content Area/Goal | Indicator | Standard/Bloom's Taxonomy Level |
| LESSON OBJECTIVE: <i>Read a nutrition label and determine the amount of sugar in a beverage.</i> | | |
| Health 2. Students will access and evaluate health information, products, and services. | 1. Students will evaluate community, state, and regional health agencies/services. | 5.2.1 Application Compare the benefits of various types of health resources. |
| Reading 1. Students are able to read at increasing levels of complexity for a variety of reasons. | 4. Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts. | 5.R.4.2 Application Use information from a variety of formats to make inferences and report conclusions. |
| LESSON OBJECTIVE: <i>Complete their fourth trail course.</i> | | |
| Physical Education 3. Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness. | 2. Students will evaluate the health-related/fitness benefits resulting from participation in different forms of physical activity. 3. Students will participate regularly in physical activities that contribute to attainment of personal health-related fitness. | 5.3.2 Comprehension Explore and share the results of on-going physical activity. 5.3.3 Comprehension Engage in on-going physical activity and encourage the participation of others. |
| Physical Education 5. Students will understand that physical activity provides opportunity for enjoyment, challenge, self-expression, social interaction, and employment. | 1. Students will evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth. | 5.5.1 Application Participate in physical activity to experience enjoyment. |
| Health 5. Students will contribute to the health of their families, peers, schools, communities, and environments. | 3. Students will advocate and support practices which promote a healthy community and environment. | 5.5.3 Application Describe behaviors which support others in making healthy choices. |

Fifth Grade—Week7—Part A
Content Standards for fvgrwk7A.

| Content Area/Goal | Indicator | Standard/Bloom's Taxonomy Level |
|--|--|--|
| LESSON OBJECTIVE: <i>Follow procedures to taste a variety of fruit and vegetable snacks in the classroom.</i> | | |
| Listening 2. Students are able to use critical listening and viewing skills in various situations and for a variety of purposes. | 1. Students are able to use various listening and viewing strategies in social, academic, and occupational situations. | 5.L.1.1 Analysis Apply and evaluate the appropriate listening behavior in individual and group settings. |
| Health 5. Students will contribute to the health of their families, peers, schools, communities, and the environment. | 3. Students will advocate and support practices which promote a healthy community and environment. | 5.5.3 Comprehension Describe behaviors which support others in making healthy choices. |
| LESSON OBJECTIVE: <i>Use the nutrition label to select foods that are low in fat.</i> | | |
| Health 3. Students will understand the benefits of practicing health-enhancing behaviors that reduce health risks. | 2. Students will evaluate strategies for achieving and maintaining personal health goals. | 5.3.2 Comprehension Explain ways to achieve and maintain good health. |
| Reading 1. Students are able to read at increasing levels of complexity for a variety of reasons. | 4. Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts. | 5.R.4.2 Application Use information from a variety of formats to make inferences and report conclusions. |

Fifth Grade—Week7—Part B
Content Standards for fvgrwk7B.

| Content Area/Goal | Indicator | Standard/Bloom's Taxonomy Level |
|--|---|---|
| LESSON OBJECTIVE: <i>Set Goal #3 for choosing fruits and vegetables.</i> | | |
| Health 3. Students will understand the benefits of practicing health-enhancing behaviors that reduce health risks. | 2. Students will evaluate strategies for achieving and maintaining personal health goals. 3. Students will evaluate the role of personal responsibility in health-related decisions. | 5.3.2 Application Determine personal health progress and make adjustments for improvement. 5.3.3 Analysis Determine the role of personal responsibility in health-related decision-making. |
| LESSON OBJECTIVE: <i>Plan for a presentation of a favorite Pathways activity.</i> | | |
| Health 5. Students will contribute to the health of their families, peers, schools, communities, and environments. | 3. Students will advocate and support practices which promote a healthy community and environment. | 4.5.3 Application Describe behaviors which support others in making healthy choices. Explore ways to advocate good health in families, schools, and communities. |
| Speaking 3. Students are able to speak effectively in a variety of formal and informal situations. | 2. Students are able to use appropriate language and presentation style for formal and informal situations. | 5.S.2.1 Application Support informational and dramatic communication through the use of various presentation strategies and tools. |

| Fifth Grade—Week8—Part A Content Standards for fvgrwk8A. | | |
|---|--|---|
| Content Area/Goal | Indicator | Standard/Bloom's Taxonomy Level |
| LESSON OBJECTIVE: <i>Recognize and understand the O'odham Man in the Maze.</i> | | |
| History 1. Students will understand the emergence and development of civilizations and cultures over time and place. | 2. Evaluate the influence of varying values and philosophies on the development of civilizations and cultures. | 5.H.1.2 Comprehension Explore the beliefs, values, and customs of various societies. |
| LESSON OBJECTIVE: <i>Describe why sharing what they have learned is important.</i> | | |
| Health 5. Students will contribute to the health of their families, peers, schools, communities, and environments. | 3. Students will advocate and support practices which promote a healthy community and environment. | 5.5.3 Application Describe behaviors which support others in making healthy choices. Explore ways to advocate good health in families, schools, and communities. |
| Extending the Lesson LESSON OBJECTIVE: <i>Interview an elder to hear about your own cultural story or symbol for living a healthy life.</i> <i>Prepare to share the story and/or symbol at a Show and Tell event.</i> | | |
| History 1. Students will understand the emergence and development of civilizations and cultures over time and place. | 2. Evaluate the influence of varying values and philosophies on the development of civilizations and cultures. | 5.H.1.2 Comprehension Explore the beliefs, values, and customs of various societies. |
| Listening 2. Students are able to use critical listening and viewing skills in various situations and for a variety of purposes. | 1. Students are able to use various listening and viewing strategies in social, academic, and occupational situations. | 5.L.1.1 Analysis Apply and evaluate the appropriate listening behavior in individual and group settings. |
| Speaking 3. Students are able to speak effectively in a variety of formal and informal situations. | 2. Students are able to use appropriate language and presentation style for formal and informal situations. | 5.S.2.1 Application Support informational and dramatic communication through the use of various presentation strategies and tools. |

| Fifth Grade—Week8—Part B Content Standards for fvgrwk8b. | | |
|--|--|---|
| Content Area/Goal | Indicator | Standard/Bloom's Taxonomy Level |
| LESSON OBJECTIVE: <i>Finalize the demonstration for others on key activities in Pathways.</i> | | |
| Health 5. Students will contribute to the health of their families, peers, schools, communities, and environments. | 3. Students will advocate and support practices which promote a healthy community and environment. | 4.5.3 Application Describe behaviors which support others in making healthy choices. Explore ways to advocate good health in families, schools, and communities. |
| Speaking 3. Students are able to speak effectively in a variety of formal and informal situations. | 2. Students are able to use appropriate language and presentation style for formal and informal situations. | 5.S.2.1 Application Support informational and dramatic communication through the use of various presentation strategies and tools. |
| LESSON OBJECTIVE: <i>Complete the Green Bead Trail, the final Pathways Challenge Trail.</i> | | |
| Physical Education 3. Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness. | 2. Students will evaluate the health-related/fitness benefits resulting from participation in different forms of physical activity. 3. Students will participate regularly in physical activities that contribute to attainment of personal health-related fitness. | 5.3.2 Comprehension Explore and share the results of on-going physical activity. 5.3.3 Comprehension Engage in on-going physical activity and encourage the participation of others. |

Extending the Lesson

LESSON OBJECTIVE: Use the pony beads earned in the Pathways Challenge Trail to create a traditional design celebrating completion.

Visual Arts

3. Students will understand the relationship between visual arts and history, culture, and society.

5.3.1 Analysis

Investigate how the visual arts record, preserve and highlight history.

Investigate ways the visual arts reflect and influence the culture and societies in which they are created.